DOCUMENT RESUME

ED 200 346 RC 012 571

AUTHOR Potts, Vernon R.
TITLE Project BACSTOP Evaluation Report 1973-1974.
INSTITUTION Battle Creek Public Schools, Mich.
PUB DATE 74
NOTE 66p.; For related documents, see ED 082 896 and ED 139 555.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adventure Education; *Affective Behavior; Attitude Change; Blacks; Cognitive Development; Delivery Systems; Evaluation Methods; Grade 7; Grade 8; *Interaction Process Analysis; *Junior High Schools; Objectives; *Outdoor Education; Parent Attitudes; *Program Evaluation; *Racial Relations; Social Development; Student Attitudes; Teacher Attitudes; Whites
IDENTIFIERS Battle Creek Public Schools MI; *Project BACSTOP

ABSTRACT

After two years of operation, Project BACSTOP (Better Acquisition of Cognitive Skills through Outdoor Programming, a series of structured experiences in wilderness settings meant to bring seventh and eighth grade students of different races together in challenging adventure activities intended to promote interaction, communication, and cooperation) was evaluated in terms of its objectives by questionnaires administered to students, teachers, and parents, and by anecdotal records submitted by teachers. Objectives, as stated in the original proposal, were to: (1) reverse racial separatism; (2) reduce racially related black/white incidents; (3) increase teacher/administrator/counselor perception of black/white relationships; and (4) increase student performance on standardized tests. Evidence from all sources indicated that the program was successful. Three of the four objectives were met; the fourth was disqualified due to testing changes at the state level. It was recommended that a research design be developed and approved and an evaluator chosen before the next school year; that curriculum materials reflecting the cognitive and affective dimensions of the program be developed; that an information dissemination package be developed for outdoor adventure educators; that the project be recognized as primarily affective; and that a more detailed record be kept of dissemination activities. Appendixes include sample questionnaires and a summary of responses, a program overview, project activities, and a list of information dissemination activities. (CM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PROJECT BACSTOP*

Battle Creek Public Schools

Northwestern Junior High School
176 Limit Street
Battle Creek, Michigan 49017
962-5581 ext. 306

Outdoor Education Center
Rt. 1
Dowling, Michigan 49050
616 721-8161

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MAY 1979
ERIC/CRESS
RECEIVED

ED200346

RC012571

EVALUATION REPORT 1973-1974

The objectives of Project BACSTOP, as stated in the original proposal, are to:

1. reverse racial separatism
2. reduce racially related, negative black/white incidents
3. increase teacher/administrator/counselor perception of black/white relationships
4. increase student performance on standardized tests

In order to measure the above areas of student performance, each area was studied separately. During the course of the school year the projected outcome was in some cases modified, as will be covered below. In addition to measurement of the objectives, anecdotal records were submitted by teachers, and a series of questionnaires was created for the purpose of overall program evaluation. Sample questionnaires and new data may be found in Appendices A, B, and C.

Delivery System

The out-of-doors as a delivery system setting

The delivery system of adventure programming in the out-of-doors treats all comers equally. Each student who enters this alien realm under the BACSTOP program does so with inadequate prior preparation. It is the function of BACSTOP to prepare these students to meet the challenges of living in the out-of-doors and the challenges of each specific activity through mutual cooperation, interdependence and communication. Students soon discover that they are truly dependent on each other as well as on themselves. With this realization, begins the dynamics of the project. The out-of-

*Better Acquisition of Cognitive Skills Through Outdoor Programming

doors is a true reflection of life in the adult world. Living is something which requires conscious effort if success is to be achieved. In the out-of-doors, students are presented a series of physical and mental challenges which require conscious effort for success. It is the uniqueness of the challenge which causes the social barries to be lowered.

Two years of operation leads the BACSTOP administrators and staff to the conclusion that the out-of-doors is a reasonable setting for the social education of youngsters. The change in social atmosphere in the academic setting is sufficient cause for the school administration and faculty to draw a similar conclusion. See Appendix D (Overview of the program).

Evaluation of Objectives

	Objective	Delivery System	Evaluation (projected)
1.	Reverse racial separatism	Outdoor Education Center Camp-Wilderness Experience	By questionnaire from teachers, students, and parents. See Appendices A, B, and C.

Commentary

The evaluation for this objective relies on the questionnaire of teacher, student, and parent responses to the BACSTOP program during the 1973-1974 school year. Their comments reflect a comparison between BACSTOP classes and regular classes prior to their BACSTOP experience.

Evaluation

From the student, teacher and parent questionnaires.

General Comments from Teachers:

"I have noticed more communication between black and white students. This has been genuine communication in the sense of spontaneous horse-play. Eight years ago this would have lead to a serious confrontations: i.e. physically beating one another. It would have been seen as a threat or an invitation to a fight based on color. This would have been true even four years ago. However, due to BACSTOP and other programs kids are allowing themselves to be kids."

"In my first hour, students teased each other to a degree I never thought would be tolerated. Even remarks (jokingly made) about blackness or whiteness were received with laughter. D.M. (white) once made a remark about K.C.'s blackness. The whole class seemed to hesitate for a brief moment - and then laugh. Any other year this would have been a serious incident."

"We did several projects this year that involved sharing materials with each other. I was not involved in distribution at all. Blacks and whites were voluntarily sharing materials and helping each other. The interaction was amazing. Blacks and whites in my classes (8th & 9th) conversed freely and called each other by name. I did not have one racial incident in my classroom all year! When there was a joke or something funny happening in my class it was shared by all! A fantastic year!....."

"During canoeing, black and white student voluntarily chose one another as canoe partners. First and third hour classes developed a high level of closeness - enjoyed each others' jokes, teased each other with no hostility."

"When students are passing from one period to another during the school day there are not groups of whites (7 or 8 together) or groups of blacks. The halls are just mixed with students. The only real grouping seems to still be pre-school in the cafeteria and during lunch. I believe this is still due to the habit of going to the same spot each day."

"We did more than one project where the topic of BACSTOP was used. The interaction was good and the talk among the kids involved relating stories from BACSTOP outings."

"We completed the school year without a massive fight in the hallway."

"Fantastic year for me and the youngsters. Whether at BACSTOP or school, the youngsters got along. I didn't have one racial incident this year. Youngsters communicated, worked together, defended each other, etc., without regard to race. I saw real feeling for and between youngsters this year! Every BACSTOP trip seemed to bring everyone together. I remember a white girl telling me on the last canoe trip that the black girl she was with told her that she didn't like her until this trip. Now they have a chance to be together and the black girl really changed her mind. Incident after incident like the latter occured. Now these youngsters have a common experience bacground. And BACSTOP has given it to them. I've seen them laugh, sing, share secrets, work, have scary experiences, compare things such as hair and on and on and on! This program is the greatest."

"(1) the first sign was daring the talk and work with those of another race. The second was joking with those of the other race. The third was feeling free to make constructive criticisms about those of the other race. I think we have reached the third. (2) I no longer see black kids feeling pressure because they are in and advanced math class. It seems to be ever closer to one big student body without regard to race. (3) For the first time a black girl said I was like a father to her - I'm white!!"

"Racial slurs are no longer commonplace."

"In physical education class, many times blacks have chosen whites and vice-versa to be on their respective teams."

"Students seem to be able to communicate. They talk back and forth, help each other with assignments, and stick up for one another. They don't as a matter of (habit) automatically segregate simply because they have a chance to sit wherever they want to."

"Never having been exposed to a racially mixed situation before. It is hard for me to react comparatively. However, I will say that in general music I see black and white kids working together, talking together and sometimes getting into trouble together. My Choraliers (8th and 9th grade) get along and work together so well!!!!! I have never had a group with such cohesion. There are 8 black, 7 white and are just super."

Comments from the Questionnaires for Participating Students:

Seventh Grade

"I think BACSTOP is an interesting program and it helps races know more about one another."

"BACSTOP is alot better than staying home and watching T.V. I would rather go to BACSTOP, you meet alot of friends. And one thing I found out is that blacks and whites act different when they are out at BACSTOP than they do at school."

"BACSTOP has helped me to get along with people better - Blacks and Whites."

"I have a lot of black friends. One who I tented with on the week of the canoe trip. After that week we weren't friends any longer..."

"BACSTOP is learning the outdoors better, learning to appreciate the outside world, and learning to understand it better. I like it very much."

"I think BACSTOP is really great and it needs to be continued."

"BACSTOP should be for every junior high school besides Northwestern. What do you have against Northwestern...Why do you think we are the only school who has prejudice."

"I think BACSTOP helps you to know people better, the way they act, talk, the way they live."

Eighth Grade

"To keep a good relationship developing between the blacks and whites."

"To help the black and white get along."

"Because it's making Northwestern's racial problem disappear a little. I think it's absolutely necessary for the 7th grade though."

"It lets some people get along with other people in their class."

"To help get along better."

"Because after seventh grade, when you get in the eighth you are older and it gets really easier to get along, and gives you more friends."

"Because in the 8th grade the students are more mature and they can understand the other students better."

"To help people get along better."

"Because it helps us get along and do things you never would before."

"To learn more things about life."

"To get people to work together."

Comments from the Questionnaires from Participating Student's Parents:

Seventh Grade

"I think generally it is helping blacks and whites to see each others' side of things. Also in helping them to continue to be friends."

"Has set us a respect between black and whites as individuals."

"I was afraid to allow (my daughter) to enter Northwestern because of riots, fights, and physical violence both rumored and actually seen. I believe because of BACSTOP my daughter sensing and hearing my fears shared them, has thoroughly enjoyed an entire year of safe, eventful learning experiences. My husband and I and (our daughter) felt that we are finishing up our first year and owing BACSTOP."

"I think that BACSTOP has done alot for the racial tension that used to be at Northwestern. I believe that this is the first or second year that racial break-outs didn't appear in N.W. I also believe that BACSTOP had alot to do with this."

"Helps students get along with each other and work together....Has helped Northwestern very much."

Eighth Grade

"We feel that some new friends were made in the past two years that could not have been made without the experiences of student togetherness in a challenging situation."

"The attitude of students in our neighborhood toward Northwestern is good."

"...It has given her a better understanding of other people. The main activities have been well planned and carried out. The nearly trouble-free year that Northwestern just experienced is probably the best expression of BACSTOP's success as could be measured."

"...has been very excited about the BACSTOP program. I feel he has closer relationships with kids of different races now."

"I believe it should be continued if you can see a difference in the student's behavior toward each other and their overseers."

"Have helped my 8th grader very much with learning and keeping grades up in school. With the BACSTOP program it has helped her more for the 9th grade. Maybe to be a better high school student. Because of the outlook on life and school and fellow man. (Keep up the good work.)"

"....Exposure of true life is the best medicine for a racially sick person."

"My child has enjoyed it and has learned alot of things about the out-of-doors he wouldn't normally get."

"I really think that it has improved the spirit of the children getting along."

	Objective	Delivery System	Evaluation (projected)
2	Reduce racially related, negative black/white incidents at Northwestern Junior High School.	Black/white/student/teacher administrator group interaction modalities at Outdoor Education Center and North-Western Junior High School during the school year; experiences structured by those with expertise in facilitating positive interpersonal relationships.	Negative racially related teacher referral records from 1971-72 will be compared with negative racially related teacher referrals during the 1972-73 and 1973-74 school years. See Table I

Commentary:

There were no changes in the delivery system or the evaluation.

TABLE I

Comparison of Negative Racially Related Referrals

Grade	Year	BACSTOP	Total Incidents	Verbal Total	Physical Total
7	1971-72	No	132	55	77
7	1972-73	Yes	44	18	26
7	1973-74	Yes	35	10	25
8	1973-74	Yes	17	1	16

BACSTOP seventh grade students were involved in 20% less negative racially related referrals than the first year's BACSTOP seventh grade. This is in keeping with the downward trend in racial incidents as reflected by the 66 2/3% decrease shown in 1972-1973.

The numbers in the Verbal Total and the Physical Total shows that the BACSTOP program in the seventh grade is still bringing about a decline in incidents of this nature.

Looking at the above table, one should note that the eighth grade group reported, who are second year members of the program, show a marked decline of verbal and physical incidents over their first year in the program.

It should be noted that while on BACSTOP expeditions, students were placed in a forced black/white relationship for virtually all activities. The figures in TABLE I do not show the incidence of negative comment regarding these assignments. To be sure, there were frequent objections to the assignment of working partners and tent-mates; however, it must be emphasized that this is the identified problem: racial separatism. This is part of the rationale for BACSTOP. It is an expected and logical starting point. Despite these objections, the assignments were made and enforced. One might expect an acting-out reaction to erupt either in the activities of later in the school building. Significantly, neither was the case.

	Objective	Delivery System	Evaluation (projected)
3.	Increasing teacher/ administrator/counselor perception of black/ white relationship at Northwestern Junior High School.	Follow-up sessions throughout the year are part of the delivery system.	Measured on a 4-celled graphic rating scale. See Table II.

TABLE II

STAFF EVALUATION: PROJECT BACSTOP

		Very High	High	Average	Low	Has BACSTOP helped Yes	No	Unsure
1.	Tolerance level between races	6	25	1	0	23	0	1
2.	Respect for other students	0	17	17	0	23	1	1
3.	Cooperation among students	5	22	6	0	25	0	1
4.	Relationship b/teacher & students	3	22	7	0	21	1	1
5.	Student pride in Northwestern	4	19	15	1	19	3	2
6.	Quantity of classwork done	2	11	14	2	9	9	3
7.	Quality of classwork done	3	8	14	3	9	8	2
8.	Quantity of homework done	0	3	15	6	6	8	3
9.	Quality of homework done	0	2	17	5	5	9	2
10.	Absenteeism	0	2	18	12	14	4	3

Commentary:

The results of this questionnaire should be viewed in the light of two years of experience with this program. The results reported above reflect the same level of positive feeling as was reported last year.

Evaluation:

Evaluation for objective three parallels the evaluation of objective one. Please refer to the comments from the teacher's, student's and parent's located on pages 2 through 6 of this report.

BACSTOP teachers filled out a questionnaire which asked for an evaluation of the tolerance levels between races for the BACSTOP seventh and eighth grades. (see Appendix C for sample questionnaire).

Objective	Delivery System	Evaluation (projected)
4. Increase student performance on standardized tests	Note: The assumption here is that altering the affective domain and developing positive student perceptions toward school will result in the student body submitting themselves to a teaching and learning environment more readily and cooperatively.	A T-Test comparison of mean scores of assessed areas of the Michigan State Assessment Test given in 1973 and compared with 1974.

Commentary:

The student performance was to be measured on a grade level basis using the Michigan Assessment scores. Due to the fact that the testing date was changed from February to September, no year to year comparisons could be drawn and the state moved from a norm reference test to a criterion reference test. Thus the students to be bested could not be compared with any other group.

Evaluation:

No data available due to the change in the nature of the test.

TABLE III

Participation of BACSTOP Students
1973 - 74 (7th grade)

Activity	Number of participants	Percent of 280
Ropes course, Wall and Beam	232	83%
Rappeling and Rock Climbing	206	74%
Back-packing	134	48%
Cross-country skiing and snow-shoeing	151	54%
Two day canoe trip	142	51%
Week-long expeditions	121	44%

Total participation in the seventh grade included 266 students, or 95%. Fourteen students did not participate in any BACSTOP activity.

TABLE IV

Participation of BACSTOP Students
1973 - 74 (8th grade)

Activity	Number of participants	Percent of 242
Ten speed bike trip	126	52%
Cross-country skiing and snow-shoeing	121	50%
Caving Expedition (5 days)	130	53%

Total participation in the eighth grade included 174 students, or 72%. Sixty-eight students did not participate in any BACSTOP activity.

Commentary:

Seventh grade students were presented the expectation that they participate in BACSTOP, but participation was voluntary. As expected, some activities appealed more than others. Cold weather activities and rainy weather held less appeal for students than warmer, dry weather, and some activities held less appeal than others. The first two activities, the ropes course and rappeling are the activities which have the greatest attraction for students. The remaining activities, being more specialized in nature, attract fewer participants.

Eighth grade participation was offered as sign-up activities, with no expectation imposed on the students. It was recognized that eighth grade students have significantly more activities both connected with school and away from school than do seventh graders. Among these activities are varsity sports and part-time jobs.

It is important to note that students come to junior high school with apprehensions about how they will get along with others, specifically in cross-racial relationships. Seventh grade students feel more of a need to participate than do eighth grade students. By the time a student has become an eighth grader, he has learned how to get along with his grade-mates. Consequently, he feels less of a need to participate for social reasons. Eighth grade activities are considered an opportunity to extend the communication which was initiated in the seventh grade.

Evaluation:

Tables III and IV report the participation data for the 1973-1974 program as recorded in the program records.

General Conclusion:

BACSTOP received funding for a second year of operation as a developmental project. All evidence gathered during the 1973-74 school year indicated the success of the program. The objectives, as defined in the proposal, were reasonable. Three of the four were met, and one was disqualified due to the testing changes at the state level. This conclusion is drawn from the student-parent-teacher questionnaire data available.

Dissemination:

The dissemination of project information centered around the presentation of color transparencies with narrative by BACSTOP staff. BACSTOP was formally presented to several educational and civic groups, graduate classes and four state-wide conferences Workshops were held in connection with one state conference and interested organizations representing public schools and an established youth program. See Appendix F for documentation of dissemination activities.

Evaluators Summary

The data presented in this report is of a highly subjective nature. The questionnaires and tabels report the feelings and reactions of parents, students, and teachers toward the program. It seems to me that this program is strong in the affective domain and the measurement techniques used have sampled this.

The changes in time and nature of the State Assessment Testing Program removed the measurement of the cognitive componant of this project.

During my visits to the program site and through my contacts with students, teachers, and parents, I have found that the first three objectives of the program are being met. The impact of this program on the school, community and the educational community has been outstanding.

The staff and the project director have done an excellent job. The operation of the program is sound in both the instructional and financial areas.

The leadership in this kind ofprogramming and its influence on the development of other programs of this nature is well known.

Recommendations:

1. That an evaluator be chosen and a research design be developed and approved before the 1974-75 school year begins
2. That curriculum materials be developed to reflect the cognitive and affective dimensions of the program.

3. That a dissemination package be developed for the information of educators in the areas of outdoor adventure and outdoor skills.

4. That the project should be recognized as primarily an affective project.

5. That a more detailed record be kept of all dissemination activities.

Dr. Vernon R. Potts
Evaluator

APPENDIX A

PROJECT BACSTOP

Northwestern Junior High School
Battle Creek, Michigan 49017

Evaluation - Participating Students
7th Grade

It is very important that we evaluate the BACSTOP program conducted by Northwestern. You are in the best position to measure the effect BACSTOP has had on the seventh grade. Please assist us by answering the questions below. You do not need to sign your name.

1. Do you feel BACSTOP has been a good program? 179 Yes

   11 No

2. Do you feel BACSTOP is necessary for Northwestern? 155 Yes

   25 No

   4 Unsure

3. What has been the strongest part of BACSTOP?

4. What has been the weakest part of BACSTOP?

5. Has BACSTOP made a difference in your attitude toward school? 89 Yes
   If yes, in what way?

   90 No

6. Has BACSTOP helped you overcome fears of students of another background? (black, white, etc.) 114 Yes

   9 had no fears 56 No

7. Please check on of the following

   172 BACSTOP should be made a regular part of Northwestern's seventh grade program.

   12 BACSTOP is not needed at Northwestern

What suggestions do you have for improving BACSTOP?

General Comments:

Thank you for your assistance in this evaluation.

Mr. Knowlton

Responses to Questions - Seventh grade participants (190 respondents)

Question No.	Frequency of Response	General Response
1.	179	Yes
	11	No
2.	176	Yes
	14	No
3.	55	Getting along with each other and being together
	19	Canoeing as an activity
	15	Rappeling and rock climbing
	9	Making new friends
	7	Week-long wilderness trip
	6	Ropes Course
	4	Cross country skiing as an activity
	3	Back packing
	3	Week-long canoe trip
	3	Two-day canoe trip
	2	Wall and beam
	5	Learning new things
	5	Camping
	5	Missing school
	2	Meeting personal challenges
	2	Outdoor staff
	1 each	Safety, improve Northwestern, teach responsibility, positive approach of staff, improve your outdoor education, dual solo, two day cross country skiing.
4.	15	Canoeing as an activity
	9	Food
	9	Not getting along with each other

4. Cont'd	4	Weather
	4	Back packing
	4	Kids not doing the right thing, arguing with the leaders
	3	Two-day cross country skiing
	2	Rappeling
	2	Winter
	2	Tents and snow
	2	Students not doing their share of the work
	2	Students (Black or White) staying off by themselves
	1 each	Scheduling, discipline, wall,beams, tents
5.	89	Yes
	90	No
	3	Not sure
	8	No answer

Comments (by general group):

14	Get along better with people
14	Make more friends
3	Like school better
3	Broadened education to the out-of-doors
3	Break from school
2	Get along better with whites
2	Get along better with blacks
2	Want to go to school now
2	Incentive to get good grades in order to attend BACSTOP
2	Look forward to school
2	School is fun
1 each	More confident, better grades, good school

Specific Comments: "...I've met a lot I thought I wouldn't like, but found out they were great."

"I got to know a lot of teachers better and a lot of kids."

"...'cause I know some kids aren't as mean as they pretend to be. They are friendly once you get to know them."

"Don't get into many fights and found new friends."

"It has made me maintain my cool."

"Yes, because if you don't go to school you won't get to go to BACSTOP."

"To help me study better because I know when I'll be going to BACSTOP I have to be real good."

"'Cause then I feel better in the classroom."

"It's made school fun."

"School isn't just subject's inside. It helps you understand nature outside."

"We work hard every day and need to rest. At BACSTOP we can talk to people about any problem that we might have."

6.	114	Yes
	56	No
	9	No fears
	11	No answer
7.	172	Yes
	12	No
	6	No answer

Suggestions for Improvement

Suggested improvements were placed into categories as follows with frequency of rwsponse noted.

11	Improve food
10	More week-long trips
7	More activities
4	Boys and girls together on trips
4	Expand to all grades and other schools

3	Add swimming
3	Pick own sleeping partners
2	Better racial balance
2	More students involved in planning
2	More supervision
2	Participation of all required
2	Make ropes course harder
1	More food
1	More time in BACSTOP
1	Stay in cabins
1	Use fires instead of stoves
1	Enforce equal work rules
2	More warm weather activities
2	Cleaner facilities & equipment
1	Eliminate mean kids

General Comments

"I think BACSTOP is an interesting program and it helps races know more about one another."

"I think BACSTOP is a good thing to have because it has helped me a lot."

"BACSTOP is more than staying home and watching T.V. I would rather go to BACSTOP where you meet a lot of friends. And one thing I found out is that Blacks and Whites act different when they are out at BACSTOP than they do in school."

"BACSTOP has helped me to get along with people better - Blacks and Whites."

"I have liked BACSTOP this year, it's been alot of fun, and I liked all of the things we did."

"I have alot of black friends. One whom I tented with on the week canoe trip. After that week we weren't friends any longer..."

"I really enjoy BACSTOP. It's fun and you get away from being cooped up in school 6½ hours. BACSTOP is really great!"

"BACSTOP is learning the outdoors better, learning to appreciate the outside world, and learning to understand it better. I like it very much."

"BACSTOP is a good project and it is fun! fun!"

"I think BACSTOP is really great and it needs to be continued."

"It's a nice place to visit, but I wouldn't want to live there."

"BACSTOP should be for every junior high school besides Northwestern. What do you have against Northwestern....Why do you think we are the only school who has prejudice."

"I think BACSTOP helps you to know people better, the way they act, talk, the way they live."

PROJECT BACSTOP

Northwestern Junior High School
Battle Creek, Michigan 49017

Evaluation - Voluntary Non-participants
7th Grade

It is very important for us to evaluate Project BACSTOP. You have decided not to be in the BACSTOP program, and I know you have good reasons for making this decision. It will be helpful to know why you aren't in the BACSTOP program. YOU DO NOT HAVE TO SIGN YOUR NAME, but please help us by filling in the spaces below.

Thank you,

Mr. Knowlton

Why have you decided not to be in BACSTOP?

Did anyone make up your mind for you or tell you what you should do?

3 Yes

6 No

Who influenced you?

1 Parents

1 Friends

3 Others

What are the things you don't like about BACSTOP?

Would you be interested in a program like BACSTOP in the eighth grade? 6 Yes

4 No

Do you think BACSTOP has helped anyone you know? 6 Yes 4 No
(Do not give any names, but try to explain how if your answer is yes.)

Do you think we should have BACSTOP for next year's seventh grade? 9 Yes
(Please explain why)

2 No

Please use this space to say anything else you feel is important.

Evaluation - Voluntary Non-participants - 7th grade (11 respondents)

Question No.	Frequency of Response	General Response
1.	1	School work and sleeping on the ground with a bad back
	1	Schoolwork
	1	Needed at home
	2	Sleeping with a black or white
	2	Not interested
	4	No answer
2.	3	Yes
	6	No
	2	No answer
	1	Parents
	1	Friends
	1	Others
	6	No answer
3.	2	Sleeping integrated
	2	Nothing
	1	Everything
	1	Food
	1	Staying overnight
	1	Sleeping on the ground with a bad back
	3	No answer
4.	6	Yes
	4	No
	1	Not sure
5.	6	Yes
	4	No
	[illegible]	No answer

Explanations: "They are nicer now."

"They skip school."

"Because it helps him or her to act better toward different kids."

6. 9 Yes
2 No

Explanations: "They say it is fun."

"For only one reason. We all love it."

"Because they will know how it is like."

"Give them a chance."

"Get out of work."

"Because many kids would like to see how it is."

"Because not everyone thinks the way I do. They might like it."

"Because it would be too boring."

General comments regarding BACSTOP: "Please change a few of your rules."

"You are trying to hard and too fast."

PROJECT BACSTOP

Northwestern Junior High School
Battle Creek, Michigan 49017

Evaluation - Participating Students

8th Grade

It is very important that we evaluate the BACSTOP program conducted by Northwestern. You are in the best position to measure the effect BACSTOP has had on the eighth grade. Please assist us by answering the questions below. You do not need to sign your name.

1. Why did you participate in BACSTOP this year?

2. Have you remained friends with students of another background (black, white) since your BACSTOP experience in the 7th grade?

80 Yes 33 No

3. Has BACSTOP helped the 8th grade get along with each other? 91 Yes 20 No

4. Which BACSTOP year was the most helpful to your class? 46 7th Grade

47 8th Grade

5. What suggestions do you have to improve BACSTOP?

6. Do you feel that we need to have a BACSTOP in the eighth grade? 92 Yes
Why?

17 No

Thank you for your assistance in this evaluation.

Mr. Knowlton

Responses to Questionnaire - 8th Grade Participants (122 respondents).

Question No.	Frequency of Response	General Response
1.	34	Heard it was fun, had fun last year
	12	Get out of school
	11	To have a new experience
	9	The activities which were offered
	7	Get along with others
	6	To meet more people, make more friends
	5	Liked it in the 7th grade
	5	Wanted to
	4	Curious about it
	4	See the people at camp
	2	Like the idea of BACSTOP
	2	Like camp
	2	Like the out-of-doors
	1 each	Needed at NW, forget problems at school, had to, be a part of things, learn about life, nothing else to do, helped school work.
2.	80	Yes
	33	No
	9	Not sure or no answer
3.	91	Yes
	20	No
	11	Not sure or no answer
4.	46	7th grade
	47	8th grade
	18	Couldn't differentiate
	11	No answer
5.	40	Program is O.K. as it is
	10	Longer or more trips
	9	Include 9th grade
	3	Improve the food
	3	Don't push people together

Question No.	Frequency of Response	General Response
5. Cont'd.	2	More freedom
	2	More control over students
	1 each	Have survival trips, staff yells too much, bigger tents, boys and girls together, restrict bad kids from program, sleep in cabins, cook with wood.
	50	No suggestions
6. Responses indicating no need for 8th grade		BACSTOP 17 No
	4	Not needed because the objectives were met during the 7th grade
	4	Doesn't help anything
Responses indicating need for inclusion of 8th:		92 Yes
	29	Helps preserve the Black-White relationship (positive).
	7	Continued opportunity to make new friends and keep old ones.
	7	Don't know why, but should.
	6	Have more chances at activities.
	7	Misc. - serve as example for younger students, good program, have another chance, good to have some activities.
	6	Because it's fun.

Specific Responses:

"To keep a good relationship developing between blacks and whites."

"To help the Black and White get along together."

"Because it will keep them together."

"The Black and White to help make friends."

"To continue the Black/White relationship."

"Not that it's bad, but helps keep things running smooth."

"Because it's making Northwestern's racial problems disappear a little. I think it's absolutely necessary for the 7th grade, though."

Specific Responses: "Yes, because if we didn't the whole idea could be forgotten."

"It lets some people get along with other people in their class."

"Because it's good for them. We need it for 9th grade, too!"

"Because it's fun and helps the people."

"To help get along better."

"Helps people get along."

"Because after seventh grade, when you get in the eighth you are older and it gets really easier to get along, and gives you more friends."

"Because in the 8th grade the students are more mature and they can understand the other students better."

"Because it is a great thing to have and it really helps the black and white get together."

"To help people get along better."

"Because it helps us get along and do things you never would before."

"To learn more things about life."

"To get other people to work together."

"It will keep on working. Right up to CHS."

"So they could get along more with one another. We should have it in the 9th grade."

"It helps tremendously."

"It helps."

"Yes, because it really helps."

PROJECT BACSTOP

Northwestern Junior High School
Battle Creek, Michigan 49017

Evaluation - Voluntary Non-participants
8th Grade

It is very important for us to evaluate Project BACSTOP. You have decided not to be in the BACSTOP program, and I know you have good reasons for making this decision. It will be helpful to know why you aren't in the BACSTOP program. YOU DO NOT HAVE TO SIGN YOUR NAME, but please help us by filling in the space below.

Thank you,

Mr. Knowlton

Why have you decided not to be in BACSTOP?

Did anyone make up your mind for you or tell you what you should do? 12 Yes

5 Parents 1 Friends 6 Others 9 No

What are the things you don't like about BACSTOP?

Do you think BACSTOP has helped anyone you know? 11 Yes 7 No
(Do not give any names, but try to explain how if your answer is yes.)

Do you think we should have BACSTOP for next years' eighth grade? 19 Yes
Please explain why.

3 No

Please use this space to say anything else you feel is important.

Responses to Questionnaire - 5th Grade Voluntary Non-Participants (22 respondents)

Question No.	Frequency of Response	General Response
1	3	Just didn't want to
	2	Wanted to but couldn't
	2	Just wanted to stay home
	1	Parents
	1	Didn't want to miss school
	1	"Might be against my religion"
	10	No answer
2.	12	Yes
	9	No
	1	No answer
	5	Parents
	1	Friends
	6	Others
	1	No answer
3.	3	Nothing
	3	Food
	1	All of them
	1	Sleeping with whites
	1	Heights
	1	Being away from home
	12	No answer
4.	11	Yes
	7	No
	4	Not sure or no answer

Specific responses: "It has helped people overcome this stupid idea of prejudice."

"They just go for the fun."

"Just by helping"

"It made them get along better."

5. 19 yes
3 no

Specific responses: "It helps get rid of the dumb prejudice ideas."

"It will be funner..."

"Because it will give the people a chance to meet other people."

"I don't know."

"They should be able to go if they want to."

"I guess."

"Because they have more fun."

6. Specific comments: "BACSTOP is a good important program, so keep it going for the school's sake." (From a student who just can't take being away from home.)

"Drop BACSTOP."

3 Include 9th grade.

APPENDIX B

PROJECT BACSTOP

Northwestern Junior High School
Battle Creek, Michigan 49017

Evaluation - Parents of Participants
7th Grade

It is very important that we evaluate the BACSTOP program conducted by Northwestern. You are in a good position to measure the effect BACSTOP has had on your seventh grader. Please assist us by answering the questions below. You do not need to sign your name.

Thank you,

James V. Knowlton

1. Do you feel BACSTOP has been a good program? 33 Yes 0 No

2. Do you feel BACSTOP is necessary for Northwestern? 25 Yes 4 No

3. What has been the strongest part of BACSTOP?

4. What has been the weakes part of BACSTOP?

5. Has BACSTOP made a difference in your seventh grader's attitude toward school? If yes, in what way?

   21 Yes 6 No

6. Has BACSTOP helped your seventh grader overcome fears of students of another background? (Black, White, etc.)

   19 Yes 5 No 9 had no fears

7. Has BACSTOP helped you overcome fears about how students get along with each other?

   26 Yes 3 No 3 had no fears

8. Please check one of the following:

   33 BACSTOP should be continued as a regular part of Northwestern's seventh grade program.

   0 BACSTOP is not needed at Northwestern.

What suggestions do you have for improving BACSTOP?

General Comments:

Thank you for your assistance in this evaluation. Please feel that you can contact me at any time.

James V. Knowlton
School: 962-5581 - Ext. 306
Home: 963-[illegible]51

Responses to Questions - Seventh Grade Parents (33 respondents)

Question No.	Frequency of Response	General Response
1.	33	Yes
	0	No
2.	25	Yes
	4	No
	3	No answer
3.	3	Cooperation and sharing by students and instructors.
	8	Togetherness and fellowship. Color gap is closing.
	1	Doing things in the out-of-doors
	4	Getting along with others
	2	Helping each other and having feelings for each other
	2	Learning to accomplish more than you thought you could.
	1	Contact with students of another up-bringing
	1	Something to look forward to
	1	Camping
	1	Educational plus fun
	1	Outdoor education and survival

Specific Responses:

"Seventh graders are very unsure of themselves and their capabilities, and the program is great for building self-confidence."

"Letting and urging the two different races expose themselves to each other on a common ground under circumstances that it's best to remain friendly."

"Kids learning to get along together and in cases depending on one another. Developing leadership."

"I believe it proved the children of N.W. can get along with one another."

3. Cont'd

"We like the idea of Black and White, Red or Yellow skins learning to work and live together as a unit."

"The beautiful opportunities given these kids to see and do things otherwise impossible for many families."

4.

1	Activities too long
2	Avoid scheduling activities the last week of school.
1	Disorganized schedules - more notice, like at the beginning of the school year.
2	Some don't do their share
1	Allowing kids who have grown up together to pair off.
1	Fairness in doing make-up work. Poor substitutes.
1	Not all students are involved.
2	Grades may suffer
1	Not enough discipline

5.

21	Yes
6	No
5	Already had a good attitude
1	No answer

Specific Responses: "Anxious to get work so she can go."

"He has made many more friends from going to BACSTOP, and this has helped him alot."

"He dislikes camping with his scout troop, but loves it with BACSTOP, which says alot for your staff, especially for James (Big Jim)."

"They get along better with people and teachers."

"BACSTOP was sort of the icing on the cake."

"He looks forward to going to school and keeping his grades up. He counts the days until time for another outing."

"Lots more enthusiasm. Loves every minute of it."

"Relieves students' tensions."

6.	19	Yes
	5	No
	9	Had no fears

Other response: "Rumors heard before starting N.W. had him uncertain as to what to expect."

7.	26	Yes
	3	No
	3	Had no fears
	1	No answer

Other response: "We were afraid to allow our daughter to enter Northwestern because of physical danger to her person." (These sentiments have been expressed frequently by both Black and White parents each year.)

8.	33	Yes
	0	No

Suggestions for Improving BACSTOP

"BACSTOP could be improved by more mental contacts instead of physical contacts. My children have played with white and black children all their lives, but it seems there is still not enough deep thorough communications...My children are black, living in a white neighborhood, however, they know nothing about the general living conditions of a white family. Strange but true. A few rap sessions, where everyone feels free to say anything or ask questions of another race or religion is needed..."

"...Feel the program should provide lunch for kids when cancelled that A.M. without notice..."

"I would like to see the parents actually visit the place the trips begin and be able to experience the degree of difficulty our kids are going through. I believe we would appreciate BACSTOP even more."

"Have them help each other out more."

"A regular crew of substitutes might help. My children hate to have an unprepared substitute. A schedule prepared more in advance. My children plan months at a time. They would participate more if they knew in advance which weeks were available."

"...students should not go to BACSTOP the week of final exams such as the six week exams that they miss and cannot make up..."

"Expand to all Junior High School students" - 3

"Have mixed trips. Boy-girl."

"Parents should be warned that cave clay does not wash out completely."

"More parents should be willing to encourage their children to go."

General Comments

"I think generally it is helping Blacks and Whites to see each others' side of things. Also in helping them to continue to be friends."

"I really think that BACSTOP is great, but not all students need this activity. My eighth grader got more out of it."

"Has set up a respect between black and white as individuals."

" I was afraid to allow (my daughter) to enter Northwestern because of riots, fights, and physical violence both rumored and actually seen. I believe because of BACSTOP my daughter sensing and hearing my fears, shared them, has thoroughly enjoyed an entire year of safe, eventful learning experiences. My husband and I and (our daughter) felt that we are finishing up our first year and BACSTOP owing."

"My son has enjoyed trips and experiences and looks forward to them."

"I think that BACSTOP has done alot for the racial tension that used to be at Northwestern. I believe that this is the first or second year that racial break-outs didn't appear in Northwestern. I also believe that BACSTOP had alot to do with this."

"The kids all seemed to injoy the various trips. I feel the different experiences are good for them. They help to broaden their everyday education."

"I think BACSTOP has been very helpful on the seventh grade level. I have more assurance in my child and what she can do because she has been to BACSTOP and learned more or less how to take care of herself in the water, rappeling, sleeping out of doors, etc."

"Just keep it going!"

"I'm a firm believer that anyone who works and plays together can be friends."

"BACSTOP is a terrific program, and I would sure hate to see it discontinued."

"Helps students get along with each other and work together...Has helped Northwestern very much."

PROJECT BACSTOP

Northwestern Junior High School
Battle Creek, Michigan 49017

Evaluation - Parents of Participants
8th Grade

It is very important that we evaluate the BACSTOP program conducted by Northwestern. You are in a good position to measure the effect BACSTOP has had on your eighth grader. Please assist us by answering the questions below. You do not need to sign your name.

Thank you,

James V. Knowlton

1. Do you feel BACSTOP has been a good program? 24 Yes 0 No

2. Do you feel BACSTOP is necessary for Northwestern? 22 Yes 1 No

3. What has been the strongest part of BACSTOP?

4. What has been the weakest part of BACSTOP?

5. Has BACSTOP made a difference in your eighth grader's attitude toward school? If yes, in what way?
   17 Yes 6 No

6. Has BACSTOP helped your eighth grader overcome fears of students of another background? (Black, white, etc.)
   4 had no fears 18 Yes 1 No

7. Has BACSTOP helped you overcome fears about how students get along with each others?
   19 Yes 2 No

8. Please check one of the following:

   24 BACSTOP should be continued as a regular part of Northwestern's eighth grade program.

   0 BACSTOP is not needed at Northwestern

What suggestions do you have for improving BACSTOP

General Comments:

Thank you for your assistance in this evaluation. Please feel that you can contact me at any time.

James V. Knowlton
School: 962-5581 - Ext. 306
Home: 963-9951

Response to Questionnaire - Eighth Grade Parents (24 respondents)

Question No.	Frequency of Response	General Response
1.	24	Yes
	0	No
2.	22	Yes
	1	No
	1	No answer
3.	2	Building student confidence
	4	Breaking down barriers
	3	Broadened experience
	3	Promotes togetherness
	1	Strengthens communication among students
	1	Strengthens communication between student and teacher
	2	Incentive to keep grades up
	1	Builds self-concept.
	1	Supervision of students
	1	Strengthens relationship with teachers who go on trip
	1	Learning outdoor skills
	1	Example of learning by doing
	2	Helping others and understanding others ways
	1	Development of personalities

Specific responses: "Leadership, responsibility, planning and organization by students. Hard work."

"Children learning to get along together better."

"The enthusiasm it has built into my boy toward people of all races and creeds."

"Having the kids actually live with one another and finding out that we are all alike in our likes and dislikes."

Specific responses: "It seems that the children have learned to get along together better and accept one another better regarding race or color."

"Program for the eighth grade, especially the caving trip was well planned and a wonderful experience."

4.

1	More dissemination to parents
2	Teachers need to make students make up work missed.
2	Motivate all students to do their share
1	Not large enough program
1	Not enough experiences
1	Not enough publicity

5.

17	Yes
6	No
1	No answer
1	Incentive to get good grades
1	Less prejudice
1	Enjoys school more
2	Has something to look forward to
1	Getting to know others and their feelings
1	Broader outlook toward things
1	Gets along well with all children
1	Break in the routine of school
1	Made more friends

Specific responses: "He understands how certain subjects can help in work as well as play. Working with a variety of people."

"Appreciation of nature as it relates to science and increased social awareness. See value of participation in school affairs."

"She would return after a trip saying the girls both black and white held hands and did things they wouldn't do if in school."

Specific responses: "Looked forward to a learning experience outside the classroom."

6.	18	Yes
	1	No
	4	Had no fears
	1	No answer

Specific response: "....felt good about not having to choose friends because of other student pressures."

7.	19	Yes
	2	No
	3	No answer
8.	24	Yes
	0	No

Suggestions for Improving BACSTOP - Eighth Grade Parents

"...ideally have BACSTOP in all grades - Junior High through High School and possibly before, even in grade school! Promoting earlier and better human relations and self-confidence."

"More publicity to show people it can be done."

"Expand to ninth grade."

"Include ninth grade."

"Insist all students do their share of the work."

"Let students select their own time to go out."

"More advance notice."

"Stress sanitation - clean sleeping bags, sanitize canteens, cooking, eating gear."

"Better planned activities at campsite."

"BACSTOP should be put to work more at school...Let it be part of school to break up groups or fears of some students who really like people as people, but are afraid at school to show it because of peer pressure."

"A higher degree of participation would make the program more effective. Possibly this could be achieved by a stronger approach at the parents."

"Week-end trips eliminate problem of missing classwork."

"More opportunity for parents to visit, observe or participate in the BACSTOP program.

General Comments - Eighth Grade Parents

"We feel that some new friends were made in the past two years that could not have been made without the experiences of student togetherness in a challenging situation."

"My son stated he had a chance to meet and get to know other students he would not have met without BACSTOP."

"Particularly encouraged the more reserved and restrained student to participate."

"...BACSTOP has been a giant step in teaching our children more about one another and to respect each other as human beings. I believe that BACSTOP should continue to be a part of not only Northwestern but every school system. To me it has been nothing short of a miracle. BACSTOP to me has been a golden opportunity for my child to learn and understand how other children from different backgrounds and race live. I definitely feel that this has helped Northwestern to grow and expand in teaching our kids that we are all reaching for the same gaol in bringing unity and understanding of one another....I cannot praise it enough..."

"We have liked everything about it so far, even though I am always concerned about the safety factor - which always so far you seemed to have taken every precaution."

"I want to take this opportunity to thank all the instructors for their interest they have shown in the youth that participated in the program."

"My daughter really enjoyed the BACSTOP program, and she enjoyed working with the BACSTOP people (Ben, Ray, Julie) and many others."

"Love the instructors and their relaxed but respected relationship with the students, and how it's organized where parents can afford to let students go. Thanks to all."

"I feel that BACSTOP is a terrific program, and I hope that it can continue on. It has really meant alot to my sons and they have really enjoyed BACSTOP."

"It has done them good to get out of the classroom and get to know their classmates better in small groups."

"I think BACSTOP gave my son a little variation from school. Even though he wouldn't admit it, I know he was excited about each trip. I think it is a wonderful program."

"...It has given her a better understanding of other people. The main activities have been well planned and carried out. The nearly trouble-free year that Northwestern just experiences is probably the best expression of BACSTOP's success as could be measured."

APPENDIX C

TEACHER EVALUATION - BACSTOP (34 respondents)

Item No.	Frequency of Response	General Response
1	6	Very High
	25	High
	1	Average
	0	Low
	23	Yes
	1	Unsure
	0	No
2	0	Very High
	17	High
	17	Average
	0	Low
	23	Yes
	1	Unsure
	1	No
3	5	Very High
	22	High
	6	Average
	0	Low
	25	Yes
	1	Unsure
	0	No
4	3	Very High
	22	High
	7	Average
	0	Low
	21	Yes
	1	Unsure
	1	No
5	4	Very High
	19	High
	15	Average
	1	Low
	19	Yes
	2	Unsure
	3	No
6	2	Very High
	11	High
	14	Average
	2	Low

	9	Yes
	3	Unsure
	9	No
7	3	Very High
	8	High
	14	Average
	3	Low
	9	Yes
	2	Unsure
	8	No
8	0	Very High
	3	High
	15	Average
	6	Low
	6	Yes
	3	Unsure
	8	No
9	0	Very High
	2	High
	17	Average
	5	Low
	5	Yes
	2	Unsure
	9	No
10	0	Very High
	2	High
	18	Average
	12	Low
	14	Yes
	3	Unsure
	4	No

25 teachers reported that they would be failing a total of 64 students. This equals 2.56 students per teacher reporting.

11 teachers report that he/she failed fewer students than prior to BACSTOP, 5 teachers report about the same rate of failure, 0 teachers report an increase in the rate of failure.

25 teachers report that they filed a total of 34 racially related referrals. This equals 1.36 referrals per teacher reporting (180 school days). No teacher reported an increase in incidence of referrals. Three indicated that these referrals were early in the school year. 17 reported there was a substantial reduction over the last two years. 9 were unable to respond because they were not on staff prior to BACSTOP.

Suggested changes in activities or calendar:

Add horseback riding, waterskiing, soccer.

Emphasize student helping student. Place those who can help with those who need help.

Have back-packing earlier in the fall in order to avoid cold weather.

Allow more student involvement in decision-making re: activities.

Publicize the program more widely.

Consider muscle conditioning prior to bike trips.

Avoid sending students out during the last week of school.

Avoid sending students out during the last week of a grading period.

Expand the calendar to include summer.

Have activities on the week-end.

Suggestions for teacher in-service (pre-service):

Clarify the teacher's role while he is at BACSTOP.

Make sure teachers camp overnight to get the feeling of what the students experience.

Keep teachers involved.

Emphasize the basics of the program, the rationale and the reasons for it. Some teachers who were not here during the difficult years don't understand the importance of the program, and treat it lightly.

Hold in-service on week-ends.

Instructors should hold follow-up talks with the kids re: each activity. This would help the teachers know how students did and what to look for.

Boost teacher morale and enthusiasm. Bring the Northwestern staff and the OEC staff together.

Hold orientation for all teachers new to the Battle Creek school system. Let them know about BACSTOP and get them involved.

Have a longer session. Don't rush it.

Suggestions for improvement or modification of BACSTOP:

Expand to the ninth grade.

Give the outdoor staff a crash course on the deviant child.

Add more activities.

Increase the instructors pay in order to hold on to them. They are worth it.

Stay out of the cabins. Students tend to polarize and fool around when they are not in patrols.

Avoid using stoves for cooking. Use of fires keeps the kind of interaction we want. When stoves are used the teacher ends up cooking for the patrol and telling the kids what to do.

Develop rainy day activities for days when the weather just won't permit regular program; i.e. bike trips.

Stress more participation.

Could we have more advance notice of when students are going out. It would be easier for them to get their work done ahead of a trip.

Students miss too much work on a week-long trip.

Instructors need to make teachers feel more welcome, not like an outsider.

Emphasize that students need to make up missed work. Develop a procedure we can follow when a student fails to make up work.

Involve parents more.

Use student leaders from 8th and 9th to work with 7th graders.

New activities.

Make all 8th grade activities on a volunteer basis.

Teacher Comments - anecdotals

"I have noticed more communication between black and white students. This has been genuine communication in the sense of spontaneous horseplay. Eight years ago this would have lead to serious confrontations: i.e. physically beating one another. It would have been seen as a threat or an invitation to a fight based on color. This would have been true even four years ago. However, due to BACSTOP and other programs, kids are allowing themselves to be kids."

"In my first hour, students teased each other to a degree I never thought would be tolderated. Even remarks (jokingly made) about blackness or whiteness were received with laughter. D.M. (white) once make a remark about K.C.'s blackness. The whole class seemed to hesitate for a brief moment - and then laugh. Any other year this would have been a serious incident."

"...I've heard kids talk together about BACSTOP and their experiences and I can see it's a strong tool for learning. Through experience we learn. It gives everyone a chance to see just how human they are. Student-student, Teacher-student."

"We did several projects this year that involved sharing materials with each other. I was not involved in distribution at all. Blacks and whites were voluntarily sharing materials and helping each other. The interaction was amazing. Blacks and whites in my classes (8th & 9th) conversed freely and called each other by name. I did not have one racial incident in my classroom all year! When there was a joke or something funny happening in class it was shared by all! A fantastic year!..."

"Kids seem to get to know each other better. They seem to understand each other."

"During canoeing, black and white students voluntarily chose one another as canoe partners. First and third hour classes developed a high level of closeness - enjoyed each other's jokes, teased each other with no hostility."

"When students are passing from one period to another during the school day there are not groups of whites (7 or 8 together) or groups of blacks. The halls are just mixed with students. The only real grouping seems to still be pre-school in the cafeteria and during lunch. I believe this is still due to the habit of going to the same spot each day."

"We did more than one project where the topic of BACSTOP was used. The inter-action was good and the talk among the kids involved relating stories from BACSTOP outings."

"We completed the school year without a massive fight in the hallway."

"Fantastic year for me and the youngsters. Whether at BACSTOP or school, the youngsters got along. I didn't have one racial incident this year. Youngsters communicated, worked together, defended each other, etc., without regard to race. I saw real feeling for and between youngsters this year! Every BACSTOP trip seemed to bring everyone together. I remember a white girl telling me on the last canoe trip that the black girl she was with told her that she didn't like her until this trip. Now they have a chance to be together and the black girl really changed her mind. Incident after incident like the latter occured. Now these youngsters have a common experience background. And BACSTOP has given it to them. I've seen them laugh, sing, share secrets, work, have scary experiences, compare things such as hair and on and on and on! This program is the greatest."

"(1) The first sign was daring the talk and work with those of the other race. The second was joking with those of the other race. The third was feeling free to make constructive criticisms about those of the other race. I think we have reached the third. (2) I no longer see black kids feeling pressure because they are in an advanced math class. It seems to be ever closer to one big student body without regard to race. (3) For the first time a Black girl said I was like a father to yer - I'm white!!"

"Canoeing assignment - inter-racial partners chosen when not required. Seventh graders quite close - much kidding while no one took offense."

"Racial slurs are no longer commonplace."

"While on hall duty, I have seen students (black and white) bump into each other in the hall or rounding hall corners. They accept this bumping as a natural thing or ignore it. A few years ago, there would have been words' or blows."

"In physical education class, many time blacks have chosen white and vice-verse to be on their respective teams."

"I have not heard derogatory expressions against each other this year."

"Black and white students have been much more cooperative with each other. Black and white students converse more openly with each other."

"Students seem to be able to communicate. They talk back and forth, help each other with assignments, and stick up for one another. They don't as a matter of (habit) automatically segregate simply because they have a chance to sit wherever they want to."

"Race relations have been greatly improved since BACSTOP. Each year I have observed improvement."

"...(i) have noticed more racial comments taken and given as a joke. No harm intended or feelings hurt."

"Never having been exposed to a racially mixed situation before, it is hard for me to react comparatively. However, I will say that in general music I see black and white kids working together, talking together and sometimes getting into trouble together. My Choraliers (8th and 9th grade) get along and work together so well!!!! I have never had a group of with such cohesion. There are 8 black, 7 white and are just super."

"...In band we say - In order to make beautiful music, the black and the white keys all have to be used.

Director's comments:

During the course of the school year, there have been other indications that racial barriers have been lowered. In one instance two black girls and a white girls were caught sharing a cigarette in one of the stalls in the girl's rest room. On more than one occasion two seventh grade girls, one black and one white, were seen by teachers walking to class, hand in hand. Toward the end of the school year, during an eighth grade swimming class, when the students were signaled to leave the water and go to their showers, seven or eight (black and white) stripped off their suits and had an integrated streak to the shower room. I feel I should make some comment, but I don't know what to say.

Battle Creek Public Schools
Battle Creek, Michigan

Division of Research and Secondary Education

STAFF EVALUATION: PROJECT BACSTOP - Spring, 1974

Please check the appropriate rating for each item below. Answers should be based on observations of students in your classrooms.

		Very High	High	Average	Low	Has BACSTOP helped Yes	No
1.	Tolerance level between races						
2.	Respect for other students						
3.	Cooperation among students						
4.	Relationship b/teacher & students						
5.	Student pride in Northwestern						
6.	Quantity of classwork done						
7.	Quality of classwork done						
8.	Quantity of homework done						
9.	Quality of homework done						
10.	Absenteeism						

Please indicate how many students you will be awarding failing grades.

How does this compare with years past (prior to BACSTOP)?

Evaluation - Continued

How many racially related referrals have you written?

How does this compare with years past (prior to BACSTOP)?

I would appreciate your responses to the following:

1. Student involvement varies from one activity to another and from season to season. How might we change the activities or the calendar?

2. Teacher in-service was held after six weeks of BACSTOP last year because of late notification of funding. It will be held prior to the beginning of school next year. What suggestions do you have?

3. How might BACSTOP be improved or modified?

APPENDIX D

OVERVIEW OF PROGRAM

PLACE: Battle Creek Public Schools
TITLE: BACSTOP - Better Acquisition of Cognitive Skills Through Outdoor Programming
CONTACT: James V Knowlton
176 Limit Street
(616) 96-2-5581, Ext. 306

TYPE: Developmental; Experimentation and Demonstration

DATA: A second year project serving 260 seventh grade and 240 eighth grade students in the areas of cognitive skills and the affective domain. Second year funding: $97,000.00.

DESCRIPTION: The purpose of BACSTOP is to improve the potential for greater learning by improving the relationship between black and white students through a series of adventure activities in the out-of-doors. Activities emphasize inter-racial interaction and communication in integrated small groups.

OBJECTIVES: (1) To reverse racial separatism; (2) To reduce racially related, negative black-white incidents; (3) To increase teacher/administrator/counselor perception of black-white relationships; (4) To increase student performance on standardized tests.

ACTIVITIES: Students participate in both two and five day experiences. Included are: (1) The ropes course and the wall and beam. These are obstacle course activities which stress both individual accomplishment and group cooperation; (2) Camping and living in the out-of-doors; (3) Two and five day canoe trips; (4) Two day backpacking trips using maps and compasses; (5) Rock climbing and rappeling; (6) Two and five day winter expeditions on cross-country skis and snowshoes; (7) Two day, 10-speed bike trips; (8) Five day cave exploring expeditions. Teachers, administrators, and counselors participate with students on all activities. All participation for student and school personnel is voluntary.

EVALUATION: (1) Photo record of all out-of-door activities and of classroom activities; (2) Analysis of negative racially related incidents; (3) Compilation of anecdotal records of teacher observations; (4) Written evaluations by students, teachers, and parents.

FINDINGS: (1) Racial separatism among BACSTOP participants has been substantially reversed. (2) There was a substantial reduction in the number of negative black-white incidents in the participating grade during the two years of the program; (3) Teacher/counselor/administrator evaluation of inter-racial tolerance reveals marked improvement; (4) Student performance on standardized tests increased for the seventh grade during the first year of BACSTOP; (5) There was no reduction is student absenteeism.

RECOMMENDATIONS: (1) Continuation of BACSTOP activities in the 7th and 8th grades; (2) Development of additional curriculum materials related to the BACSTOP experience; (3) Develop additional dissemination materials.

RESOURCES: Descriptive brochures, Interim Report - 1972 - 1973, and Evaluation Report - 1972 - 1973 are available on request.

APPENDIX E

PROJECT BACSTOP
1973-1974

Northwestern 7th Grade_____15 days participation

Northwestern 8th Grade---------- 9 days participation

See next page for explanation of activities codes; i.e. RC/7th = Ropes Course and Wall and Beam

1973 September 1973

S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	RC/7th BT/8th
23	24	25	26	27	28	29	RC/7th BT/8th
30							

1973 October 1973

S	M	T	W	T	F	S	
	1	2	3	4	5	6	RC/7th BT/8th
7	8	9	10	11	12	13	RC/7th BT/8th
14	15	16	17	18	19	20	RR/7th BT/8th
21	22	23	24	25	26	27	RR/7th BT/8th
28	29	30	31				RR/7th BT/8th

1973 November 1973

S	M	T	W	T	F	S	
				1	2	3	RR/7th BT/8th
4	5	6	7	8	9	10	RR/7th
11	12	13	14	15	16	17	CT/8th
18	19	20	21	22	23	24	BP/7th
25	26	27	28	29	30		CT/8th

1973 December 1973

S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	BP/7th
9	10	11	12	13	14	15	BP/7th
16	17	18	19	20	21	22	BP/7th
23	24	25	26	27	28	29	
30	31						

1974 January 1974

S	M	T	W	T	F	S	
		1	2	3	4	5	XK/7th
6	7	8	9	10	11	12	XK/7th
13	14	15	16	17	18	19	XK/7th
20	21	22	23	24	25	26	XK/7th
27	28	29	30	31			XK/7th

1974 February 1974

S	M	T	W	T	F	S	
					1	2	XK/7th
3	4	5	6	7	8	9	RT/7th
10	11	12	13	14	15	16	XK/8th
17	18	19	20	21	22	23	WT/7th
24	25	26	27	28			XK/8th

1974			March			1974	
S	M	T	W	T	F	S	
					1	2	XK/8th
3	4	5	6	7	8	9	WT/7th
10	11	12	13	14	15	16	XK/8th
17	18	19	20	21	22	23	WK/8th
24	25	26	27	28	29	30	CT/8th

1974			April			1974	
S	M	T	W	T	F	S	
	1	2	3	4	5	6	
7	8	9	10	11	12*	13	* Good Friday
14	15	16	17	18	19	20	CT/8th
21	22	23	24	25	26	27	Cth/7th
28	29	30					Cth/7th BT/8th

1974			May			1974	
S	M	T	W	T	F	S	
			1	2	3	4	Cth/7th BT/8th
5	6	7	8	9	10	11	RT/7th
12	13	14	15	16	17	18	Cth/7th BT/8th
19	20	21	22	23	24	25	RT/7th
26	27	28	29	30	31		Cth/7th BT/8th

1974			June			1974	
S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	RT/7th

?--Would be confined to the girls in spring sports.

7th Grade Activities

RC-2 days ROPES COURSE & WALL & BEAM
RR-2 days RAPPELING AND ROCK CLIMBING: GRAND LEDGE
BP-2 days ORIENTEERING & BACKPACKING: ALLEGAN
XK-2 days CROSS COUNTRY SKIING CLC/ALLEGAN/KELLOGG FOREST
WT-5 days WILDERNESS STATE PARK (OPT)
Cth-2 days THORNAPPLE RIVER FLOAT
RT-5 days RIVER TRIP MANISTEE/RIPLE/PINE (OPT)

8th Grade Activities

BT-2 days BIKE TRIP YANKEE SPRINGS
CT-5 days CAVE TRIP BLOOMINGTON INDIANA
XK-2 days CROSS COUNTRY SKIING CLC/ALLEGAN/KELLOGG FOREST

PROJECT BACSTOP
1973-1974
7th Grade
Activities/Participants/Dates

Activity	Schedule		Target
Ropes course, wall and beam, canoe instruction and overnight camping	September	17-18	30 7th grade boys 1 Faculty (male)
	September	20-21	30 7th grade girls 1 Faculty (female)
	September	24-25	30 7th Grade boys 1 Faculty (male)
	September	27-28	30 7th grade girls 1 Faculty (female)
	October	1-2	30 7th grade boys 1 Faculty (male)
	October	4-5	30 7th grade girls 1 Faculty (female)
	October	8-9	30 7th Grade boys 1 Faculty (male)
	October	11-12	30 7th grade girls 1 Faculty (female)
Rappoling and rock climbing with overnight camping	October	15-16	30 7th grade boys 1 Faculty (male)
	October	18-19	30 7th grade girls 1 Faculty (female)
	October	22-23	30 7th grade boys 1 Faculty (male)
	October	25-26	30 7th grade girls 1 Faculty (female)
	October	29-30	30 7th grade boys 1 Faculty (male)
	November	1-2	30 7th grade girls 1 Faculty (female)
	November	5-6	30 7th grade boys 1 Faculty (male)
	November	8-9	30 7th grade girls 1 Faculty (female)
Orienteering and back-packing with overnight camping.	December	3-4	40 7th grade boys 1 Faculty (male)
	December	6-7	40 7th grade girls 1 Faculty (female)
	December	10-11	40 7th grade boys 1 Faculty (male)
	December	12-13	40 7th grade girls 1 Faculty (female)
	December	17-18	40 7th grade boys 1 Faculty (male)

Activity	Schedule		Target
Cross country skiing with overnight in cabins O.E.C.	January	3-4	30 7th grade girls 1 Faculty (female)
	January	7-8	30 7th grade boys 1 Faculty (male)
	January	10-11	30 7th grade girls 1 Faculty (female)
	January	14-15	30 7th grade boys 1 Faculty (male)
	January	17-18	30 7th grade girls 1 Faculty (female)
	January	23-24	30 7th grade girls 1 Faculty (female)
	January	28-29	30 7th grade boys 1 Faculty (male)
	January	30-1	30 7th grade boys 1 Faculty (male)
Cross country skiing trip, and winter camping at Wilderness State Park.	February	4-8	40 7th grade girls 2 Faculty (female)
	February	18-22	40 7th grade boys 2 Faculty (male)
Each 7th grader has a choice of winter trip or river trip.	March	4-8	40 7th grade boys & girls 2 Faculty
Two day river trip and camping on the Thornapple	April	22-23	30 7th grade boys 1 Faculty (male)
	April	25-26	30 7th grade girls 1 Faculty (female)
	May	7-8	30 7th grade boys 1 Faculty (male)
	May	9-10	30 7th grade girls 1 Faculty (female)
	May	28-29	30 7th grade boys 1 Faculty (male)
	May	30-31	30 7th grade girls 1 Faculty (female)
	June	3-4	30 7th grade boys 1 Faculty (male)
	June	5-6	30 7th grade girls 1 Faculty (female)
Five day river trip and camping on Northern River	May	6-7	40 7th grade girls 2 Faculty (female)
	May	20-24	40 7th grade boys 2 Faculty (male)

PROJECT BACSTOP
1973-1974
8th Grade
Activities/Participants/Dates

Activity	Schedule		Target
Two day bike trip to Yankee Springs with overnight camping	September	17-18	12 8th grade boys 1 Faculty (male)
	September	20-21	12 8th grade girls 1 Faculty (female)
	September	24-25	12 8th grade boys 1 Faculty (male)
	September	27-28	12 8th grade girls 1 Faculty (female)
	October	1-2	12 8th grade boys 1 Faculty (male)
	October	4-5	12 8th grade girls 1 Faculty (female)
	October	8-9	12 8th grade boys 1 Faculty (male)
	October	11-12	12 8th grade girls 1 Faculty (female)
	October	15-16	12 8th grade boys 1 Faculty (male)
	October	18-19	12 8th grade girls 1 Faculty (female)
Cave exploration, rock climbing and rapolling Bloomington, Indiana	November	12-16	45 8th grade boys 2 Faculty (male)
	November	26-30	45 8th grade girls 2 Faculty (female)
	March	25-29	45 8th grade boys 2 Faculty (male)
	April	15-19	45 8th grade girls 2 Faculty (female)
Cross country skiing with overnight in cabins at O.E.C.	February	11-12	30 8th grade boys 1 Faculty (male)
	February	14-15	30 8th grade girls 1 Faculty (female)
	February	25-26	30 8th grade boys 1 Faculty (male)
	February 28 - March 1		30 8th grade girls 1 Faculty (female)
Rappeling substituted due to lack of snow	March	14-15	30 8th grade girls 1 Faculty (female)
	March	18-19	30 8th grade boys 1 Faculty (male)
	March	21-22	30 8th grade girls 1 Faculty (female)

Activity	Schedule		Target
Rapelling (contd)	April	10-11	30 8th grade boys 1 Faculty (male)
Two day bike trip to Yankee Springs with overnight camping	May	9-10	12 8th grade girls 1 Faculty (female)
	May	28-29	12 8th grade boys 1 Faculty (male)

APPENDIX F

BACSTOP Dissemination Activities - 1973 - 74

November 2 - Taped television presentation for local educational television - Battle Creek, Michigan. Aired 11/8-9 and 12/27/73.

January 17 - Slide presentation to Ohio ASCD - Columbus, Ohio

February 1-2 - Slide presentation to Statewide Winter Outdoor Education Workshop at Higgins Lake, Michigan

February 14 - Slide presentation to graduate class on outdoor education at Central Michigan University

February 28 - Slide presentation at Bloomfield Hills, Michigan to teachers and administrators

Slide presentation to Coburn Elementary School PTA Founders Day, Battle Creek, Michigan

March 13 - In-service slide presentation to teachers and administrators in a Lansing Michigan Junior High School - Lansing, Michigan

Slide presentation to Altrusa Women's Club, Battle Creek, Michigan

March 14 - Slide presentation to Lakeview High School counselors, administrators and teachers, Battle Creek Township, Michigan

April 4-5 - Slide presentation and seminar sessions for Michigan Association of Middle School Educators, Saginaw, Michigan

April 15 - Slide presentation to administrators from Niles at Battle Creek, Michigan

April 22-24 - Exhibit at Cobo Hall for Michigan Compensatory Education Conference, Detroit, Michigan

April 27 - 4-H Adventure Activities Workshop - Outdoor Education Center - Dowling, Michigan

May 3-4 - Outdoor Skills Workshop for Constantine Michigan School - Outdoor Education Center - Dowling, Michigan

May 10 - Slide presentation Michigan Spring Conference - O.E.C. - Dowling, Michigan

May 11 - BACSTOP activities session - Michigan Spring Conference - Outdoor Education Center - Dowling, Michigan

May 14 - Slide presentation for Michigan State University Consultants and Student Teacher Centers Directors and activities session - O.E.C. - Dowling, Michigan

May 16 - Slide presentation and student panel, Lamora Park Elementary School PTA meeting, Battle Creek, Michigan

June 21 - Slide presentation to Michigan Association of Museum Directors - Outdoor Education Center - Dowling, Michigan

June 27 - Slide presentation to Michigan Title III Advisory Council - Grand Rapids, Michigan

Informal slide presentations also occur periodically on an unscheduled basis at Battle Creek's Outdoor Education Center, Dowling, Michigan as groups visit that facility.

PUBLICATIONS

CATALYST FOR CHANGE, Volume 3, Number 3, Spring 1974

SECONDARY EDUCATION TODAY, Volume 15, Number 3, Spring 1974

LETTER TO SCHOOLS - University of Michigan Schools of Education, Volume XXVI, No. 5, May 1974

Articles in Enquirer and News and Detroit paper.